

Center Joint Unified School District



Established 1858

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April 3, 2020

CJUSD Community,

Following Spring Break, the Center Joint Unified School District will be transitioning into Phase 3 of our Distance Learning Plan. Briefly, students will continue to receive work through Google Classroom and will be required to complete these assignments in order to raise their grades and prepare for learning at the next grade level. Incomplete assignments could impact student course placement for the next school year. What follows is a brief recap of the previous phases of our plan as well as a detailed presentation of Phase 3 which will begin on April 13, 2020.

Phase 1: March 13 through March 25, 2020	Phase 2: March 26 through April 3, 2020
<p>What was the focus:</p> <ul style="list-style-type: none">● Obtaining information from California Department of Education, Department of Public Health, and other agencies to guide development of a cohesive Distance Learning Plan● Building students' comfort levels with online material of an academic nature● Researching evidence-based practices to support distance learning● Creating high-quality professional development guides● Vetting resource from multiple online sources to ensure availability of high-quality, engaging materials and platforms● Taking inventory of internet-enabled devices for distribution to students <p>What was provided to students:</p> <ul style="list-style-type: none">● Enrichment and Supplemental Activities through packets of work for younger students and online resources for older students● Access to internet-enabled devices for student use based on requests made by families <p>What was graded:</p> <ul style="list-style-type: none">● Because activities provided supplemental and the focus was on building students' comfort levels with online material, no work was graded.	<p>What was the focus:</p> <ul style="list-style-type: none">● Providing opportunities for staff to access campuses to retrieve materials needed for distance learning● Increasing capacity of teachers to use Google Classroom, Google Hangouts Meet, YouTube, and other modes of delivery to provide distance learning to students● Building Google Classrooms and inviting students to join them● Collaborating across school sites, grade levels, and departments to develop new lessons based on current curriculum● Analyzing students' technology needs based on responses to District's survey, communications between families and teachers, and observed student engagement with Phase 1 material● Adjusting plan in response to changing information from CDE, DPH, and other agencies <p>What was provided to students:</p> <ul style="list-style-type: none">● Ongoing: Enrichment and Supplemental Activities through packets of work for younger students and online resources for older students● Increased: Access to internet-enabled devices for student use based daily notifications to families <p>What was graded:</p> <ul style="list-style-type: none">● Because activities provided were for enrichment and were supplemental, no work was graded.

Spring Break: April 6 through April 10, 2020

Staff & Students are encouraged to enjoy time away from teaching/learning before **Phase 3** begins on April 13, 2020.

Phase 3: April 13 until school campuses reopen for students

Elementary School Model

Secondary School Model

What is the focus:

- Beginning on 4/13, review of materials presented in the period immediately preceding announcement of school closure in mid-March
- Standards-based instruction in Reading, Writing, & Math – **this will be new learning**
- Delivery of high-quality, engaging, online lessons through Google Classrooms

What will be provided to students:

- Up to 2 hours of learning daily, M-F
- One hour per day of English-Language Arts instructional activities available to students through Google Classroom
- Instruction methods will include teacher-led and offline formats delivered through Google Hangouts Meet, teacher-created YouTube or other video sources, and other platforms, as follows:
 - *Grades K-2:* teaching & practice of foundational Reading skills; teaching & practice of comprehension/Writing Skills
 - *Grades 3-6:* teaching and practice of Reading comprehension; Writing instruction and practice
- One hour per day of Math instructional activities using teacher-led and offline formats, as follows
 - *Grades K-6:* teaching & practice of concepts/skills; accessing online resources
- Online Office Hours with teachers and other staff to provide 1:1 or small group assistance
- Responses from teachers within 24 hours to parent or student requests
- Opportunities for teacher-student and student-student interaction during live video chats*

What will be graded:

- Criteria for success for each assignment will be made clear to students when the task is assigned.
- Teachers will provide written feedback on the trimester three report card of the student’s performance during the distance learning period. No letter grades or Pass/Fail will be assigned.

Links to schools’ websites:



[Dudley](#)



[North Country](#)



[Oak Hill](#)



[Spinelli](#)

What is the focus:

- Beginning on 4/13, review of materials presented in the period immediately preceding announcement of school closure in mid-March
- Standards-based instruction in all content areas – **this will be new learning**
- Delivery of high-quality, engaging, online lessons through Google Classrooms
- Students taking ownership of their learning by reaching out to teachers with questions or concerns

What will be provided to students:

- Up to two hours per week of academic work per subject
- Assignments will be posted in Google Classrooms
- A minimum of one scheduled live session* via Google Hangouts Meet, Zoom, or other platform, with each class per week following the A/B Schedule at CHS and WCRMS as follows:

Periods	A Days: M/W	B Days: Tu/Th	Fridays
1 st /5 th	9:00 – 10:00	9:00 – 10:00	O P E N
2 nd /6 th	10:00 – 11:00	10:00 – 11:00	
Lunch	11:00 – 12:00	11:00 – 12:00	
3 rd /7 th	12:00 – 1:00	12:00 – 1:00	
4 th /8 th	1:00 – 2:00	1:00 – 2:00	

- Responses from teachers within 24 hours to parent/student requests
- Assistance and/or support from School Counselors & Administrators upon request

What will be graded:

- From April 13th on, teachers will continue to post assignments through Google Classroom with due dates. These assignments are expected to be turned in by the student, will be graded by the teacher, and will be placed in the AERIES grade book.
- While grades that decrease during this time will not be posted on student transcripts, they will be used for placement in Elective & Accelerated (math & English) courses for 8th & 9th grades.
- Specific Grading Policies for each school are in the table which follows.

Links to schools’ websites:



[Wilson C. Riles Middle School](#)



[Center High](#)



[McClellan High](#)

*All live chats/sessions will be recorded and posted on Google Classrooms for students to view.

Specific Grading Policies for Secondary Schools:

Middle School	High Schools: <i>Two grading options available.</i>	
	<i>Letter Grade Policy</i>	<i>Pass/No Pass Policy</i>
<p>Any assignments turned in may only improve a student's semester grade.</p> <p>Example: If a student had a B as a 3rd quarter grade (ending March 13), the lowest final semester grade he/she may receive is a B.</p>	<p>Any assignments turned in may only improve a student's semester grade.</p> <p>Example: If a student had a B as a 3rd quarter grade (ending March 13), the lowest final semester grade he/she may receive is a B.</p>	<ul style="list-style-type: none"> • Students electing to take a Pass/No Pass grade for a given course must make a request between May 11, 2020, and May 15, 2020, using the Google Form available on the school website. Submissions during this week are final. • <i>Hold Harmless Clause:</i> <ul style="list-style-type: none"> ○ No grade points are assigned and do not affect GPA ○ Does not impact student's ability to enroll in honors or AP course for following school year • <i>Criteria for Pass:</i> Student has met either of the following criteria <ul style="list-style-type: none"> ○ The student has made a valid attempt to complete 70% of the total assignments given after April 13, 2020 ○ Student grade is 50% or higher for the time period after April 13, 2020 • <i>Criteria for No Pass:</i> The student did not meet the criteria to receive a "Pass" and has elected to take a Pass/No Pass grade for the given course.

Special Student Groups/Programs

Phase 3: April 13 until school campuses reopen for students

Special Education Students: Preschool through Grade 12+

- IEPs will be held in an online format when possible. Any IEP requiring assessment or other in-person meetings will be postponed until we return to school. Case managers will contact parents with information about meetings.
- Students will continue with the classes in which they were enrolled prior to school closure in mid-March.
- Instruction will be provided by their assigned teacher(s) through Google Classrooms.
- Teachers and service providers will use phone calls, email, Google Hangouts, Zoom, and/or other platforms to interact with students.
- Special Education teachers and paraeducators will provide assistance to students and consultation to teachers, focusing in particular on the provision of accommodations and modifications, to the greatest extent possible.
- Case managers will reach out to each student on their caseload at least once per week to check-in and assist with any issues the students are having and to work on individual IEP goals which were not otherwise addressed in Google Classroom assignments. These contacts can be through phone calls, email, Google Hangout Meet, Zoom, and other platforms. At the secondary level, this will take the place of Academic Lab C (Study Skills) courses.
- **At Riles Middle School & Center High:** Although students will remain in Corrective Reading (C.R.) courses and receive the grade they had at the end of the third quarter, Corrective Reading work will be discontinued. The C.R. program is not conducive to an online format. With the new daily distance learning schedule developed by WCRMS and CHS, C.R. teachers will facilitate other reading activities to share with students in C.R. classes.
- Speech/Language Services will resume in an online format using phone calls, Google Hangout, or other platforms.
- Occupational Therapy (OT), Physical Therapy (PT), and ERMHS Counseling and/or Behavior Intervention Services will resume using a teletherapy format via phone calls, emails, Google Hangouts Meet, Zoom, or other platforms.
- Consultation services (Orthopedic Impairment, Deaf/Hard of Hearing, Vision Impairment) will resume via contact by consulting provider with teachers and service providers who are instructing/serving the student; when needed, these providers will consult with parents/guardians and students themselves. Means of consultation may include phone calls, emails, Google Hangouts Meet, Zoom, or other platforms.
- More information to follow to parents/guardians of Special Education students via provision of Prior Written Notice by 4/3/2020 delivered electronically.

Home/Hospital Instruction (HHI) Students:

- Students who, prior to enrollment in HHI, had been on class lists of CJUSD teachers will access new instruction via their former teachers' Google Classrooms.
- Students who, prior to current year's enrollment in HHI, had NOT been on class lists of CJUSD teachers will continue to receive direct instruction from their HHI teachers via phone calls, email, Google Classroom, Google Hangouts Meet, Zoom, and other platforms.
- HHI teachers will provide the agreed upon individualized instruction and support via phone calls, emails, Google Hangouts, Zoom, or other platforms.

Independent Study:

Continuation of the program as it was prior to mid-March school closure with the exception that meetings with the teacher will be via online platforms or phone calls.

Credit Recovery:

Continuation of the program as it was prior to mid-March school closure with same due dates.